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Guide for Teachers and Parents

Book 16: Tommy Goes to Arizona

This is the sixteenth in the ***Ewe Books*** series of illustrated books available on the **Learning Page** Web site for downloading and printing free of charge. A new book in this series will be "published" regularly.

These books are written to a second- or third-grade reading level, but children in pre-kindergarten through first grade will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See pages 2 and 3 of the Teaching Guide for Book 1, ***The School Lunch Room,*** for directions on how to make the book. If you download and copy the pages in advance, students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean and what the next adventure might be.

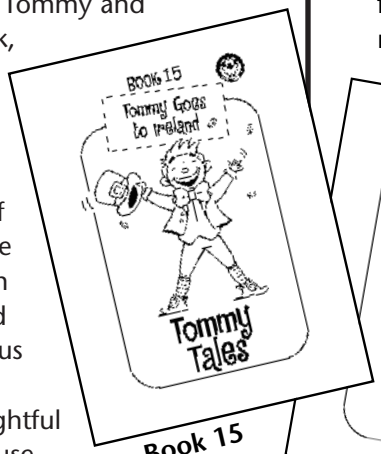
Before starting to read ***Tommy Goes to Arizona***, share with the class that this book is another in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you begin your planning for the year, depend on the **Learning Page** and this delightful serial story to add variety and fun to your reading routines. A new book regularly, and all accompanying teachers' materials and **Fun Sheets,** supplement your other classroom activities and curricula.

THE STORY SO FAR . . .

In the last **Tommy Tales** adventure, Tommy and his friends saw a rainbow in the park, which started an adventure to find out whether there really is a pot of gold at the end of the rainbow. RK-5 transported them to Ireland, where they met Paddy, the leader of the leprechauns. Paddy informed the group that the pot of gold had been stolen.Tommy and his friends pieced together clues, including a mysterious black feather, to help discover the culprits and return the gold to its rightful owners. The leprechauns vowed to use the gold to help the poor people of Ireland.



Book 15

Book 14

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Preparing for Reading

The last **Tommy Tales** story was an adventure in which Tommy and his friends went to Ireland. ***Tommy Goes to Arizona*** is the first part of a new two-part **Tommy Tales** adventure. Ask students to share any speculations they might have about this new story based on their knowledge of Arizona. Ask them to guess about any story elements or themes they might expect to encounter (e.g., desert animals).

Reading Guide

You may structure the reading time for this story in many ways. Here are just two ideas:

1. You can read it aloud, all the way through, with the entire class on the rug during your regular story time. Then, review the story spread by spread and begin implementing the various objectives and **Fun Sheets.**
2. After reading aloud the first two pages, you can begin questioning for comprehension and work on some of the **Fun Sheets** and activities cited in this section. Proceed to the second two pages, and so on.

Opening Lesson

Introduce the book by showing the cover and saying the title clearly: ***Tommy Goes to Arizona.*** You can also write it on the board. Read the first two pages of the story.

Ask students what they can predict about the story from what you have read on these first two pages. Write their ideas on the board.

2

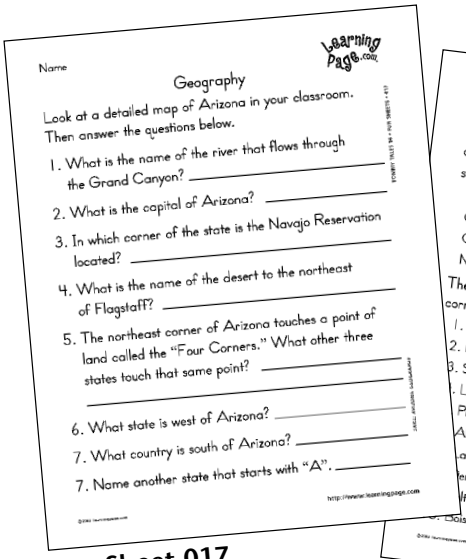
Tommy couldn't wait to meet his friends in the park. He wanted to show them the presents his Uncle Bill had brought him. The gifts were from Arizona.

Tommy was wearing his presents. He had a real cowboy hat. He had cowboy boots and a cowboy vest. His sister, Sam, also had presents. She had cowgirl clothes. She wasn't as excited as Tommy.

Where Is Arizona?

Ask your students if they know where Arizona is located. Depending on their age and nationality, they might have a very clear sense of Arizona's location. They might know many facts about Arizona, such as that it is where the Grand Canyon is located and that it contains a lot of desert environment. Conversely, they may know next to nothing about Arizona, particularly if they are not American or if they are very young.

Show students where Arizona is located on a map in your classroom. Then use **Funsheets 017, 018, and 019** to teach the geography of Arizona and the western United States.


Name

Geography

Look at a detailed map of Arizona in your classroom. Then answer the questions below.

1. What is the name of the river that flows through the Grand Canyon? _____
2. What is the capital of Arizona? _____
3. In which corner of the state is the Navajo Reservation located? _____
4. What is the name of the desert to the northeast of Flagstaff? _____
5. The northeast corner of Arizona touches a point of land called the "Four Corners." What other three states touch that same point? _____
6. What state is west of Arizona? _____
7. What country is south of Arizona? _____
7. Name another state that starts with "A". _____

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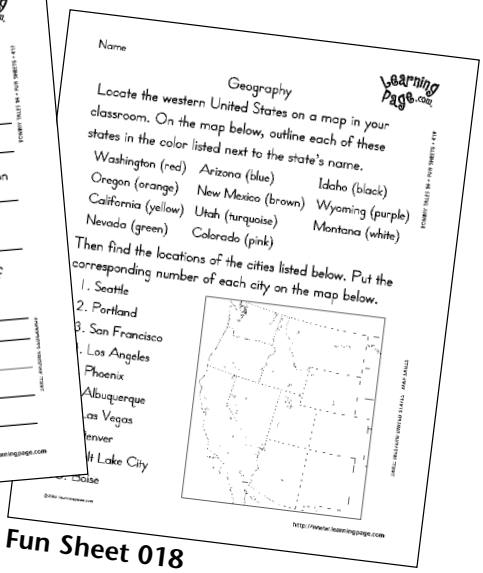
Fun Sheet 017


Name

Geography

Locate the western United States on a map in your classroom. On the map below, outline each of these states in the color listed next to the state's name.

Washington (red) Arizona (blue) Idaho (black)
Oregon (orange) New Mexico (brown) Wyoming (purple)
California (yellow) Utah (turquoise) Montana (white)
Nevada (green) Colorado (pink)

Then find the locations of the cities listed below. Put the corresponding number of each city on the map below.

1. Seattle
2. Portland
3. San Francisco
. Los Angeles
. Phoenix
. Albuquerque
. as Vegas
enver
lt Lake City
. Boise

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Fun Sheet 018

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At the park, Andy saw Tommy's cowboy clothes. He was very impressed.

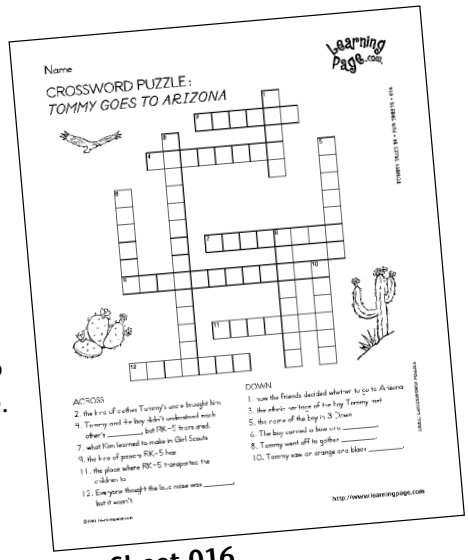
"You look so cool, Tommy," said Andy. "I wish I had an outfit like that."

"We're having a picnic today," said Kim. She wanted to change the subject. "Lucy has brought a basket of food," she added.

"And Kim has what we need to make a campfire," said Lucy.

Crossword Puzzle

The crossword puzzle for ***Tommy Goes to Arizona*** **(Fun Sheet 016)** includes many details from this **Tommy Tales** story. Reading the puzzle clues gives students the opportunity to think verbally as well as visually, which helps to reinforce their knowledge.


Name

CROSSWORD PUZZLE:
TOMMY GOES TO ARIZONA

ACROSS
2. the kind of clothes Tommy's uncle brought him
4. Tommy and the boy didn't understand each other's _____, but RK-5 learn and
7. what Kim learned to make in Girl Scouts
9. the kind of power RK-5 has
11. the place where RK-5 transported the children to
12. Everyone thought the loud noise was _____ but it wasn't.

DOWN
1. now the friends decided whether to go to Arizona
3. the ethnic heritage of the boy Tommy met
5. the name of the boy in 3 Down
6. The boy carried a bow and _____
8. Tommy went off to gather _____
10. Tommy saw an orange and black _____

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Fun Sheet 016

Campfires

This is a good time to discuss campfire safety with your students. Many children have had or will have the opportunity to experience a campfire. Campfires are beautiful to watch and pleasant to gather around for stories and singing. Since campfires are as old as humanity, there is a lot of natural curiosity about fire. While children should not be afraid of fire, they need to develop a healthy respect for it. Fires in the wild can easily get out of control, so anyone who starts a fire should know the safest way to build and extinguish it.

The first thing to do is to find a clear spot of land on which to build a fire. Clear an area at least five feet around the fire of any debris. Stack extra wood upwind from your fire at least five feet away, and keep at least one large bucket of water nearby. Begin by placing wood in a pile that is not too large. (You can always add more later on.) Place small twigs or other kindling between the pieces of wood and light the fire. Be certain that you will have time to allow the fire to burn out almost completely so that you do not have to extinguish a large fire when it is time to leave.

Once your fire has burned out, begin extinguishing potentially dangerous embers by spreading out the ashes and cinders with a shovel. Dump water on the ashes until the area is saturated and there are no hot embers left. This means that no steam should be produced as you "water" the fire. If there is steam, keep spreading the ash and pouring water over it until there is no heat left.

"Why do I have to be so thorough?" your students might ask. If a fire is left unattended, even the smallest flaming ember can fly into brush, trees, or other flammable matter with just one gust of wind. Countless wildfires have been caused by campfires that were not completely extinguished. Wildfires can destroy thousands of acres of forest, towns, and wildlife. Fire must be taken seriously by everyone.

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Scouting

The Boy Scouts and Girl Scouts are both potentially valuable clubs for children to join. Your class may be interested to learn more about what it means to be a scout. The first scouts were actually adults. It all began with Robert Stephenson Smyth Bayden-Powel, who was stationed in India in charge of troops. He began giving his men activities and games to strengthen their skills. He wrote a book in 1899 entitled *Aids to Scouting,* which was later adapted to appeal to a younger audience. The first official Boy Scouts came into being in England in the early 1900s. Bayden-Powel wanted to create a place for young people to live up to their potential with encouragement from peers rather than competition. This idea continues to be at the heart of the scouting movement today.

The Girl Scouts came into being under the leadership of Juliette Gordon Low in 1912. The Boy Scouts had been introduced in America in 1910. The first official Girl Scouts came about shortly after, although girls had been showing up in boys' scouting events from the start.

Scouts do many wonderful things. They learn to cook, sing, build fires, build structures, climb mountains, sail, hike, canoe, and explore. Most importantly, they learn to work together, build confidence as they complete tasks, and get promoted through their own dedication to self-improvement.

In addition to the United States and Great Britain, 49 nations spanning five continents currently belong to the World Organization of the Scout Movement. These include:

Argentina
Bahrain
Bangladesh
Belarus
Bolivia
Bulgaria
Chile
Columbia
China
Costa Rica
Cuba
Dominican Republic
Ecuador
Egypt
El Salvador
Ethiopia
Ghana
Guatemala
Hong Kong
Iceland
India
Indonesia
Israel
Jordan
Kazakhstan
Kenya
Kuwait
Malaysia
Mexico
Nepal
Nigeria
Norway
Oman
Panama
Peru
Qatar
Romania
Russia
Saudi Arabia
Singapore
Sumatra
Trinidad & Tobago
Uganda
Ukraine
United Arab Emirates
Uruguay
Uzbekistan
Venezuela
Zambia

Scouting differs slightly from country to country, based on the life skills needed in each environment, but Baden-Powel's idea of cooperation and learning are still the backbones of the scouting tradition.

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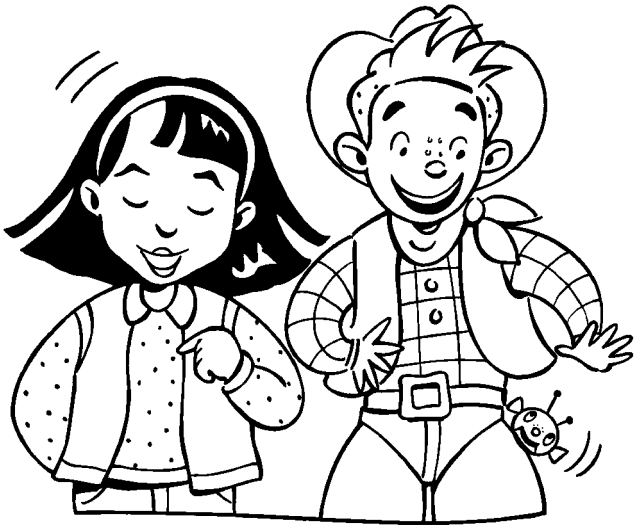

"I learned how to make campfires in Girl Scouts. It will be very safe," said Kim. "We can hike down to the lake. We'll have our picnic there."

"Let's have a cowboy campfire," said Tommy. He was still excited about being a cowboy.

"You can have a real cowboy campfire," said a voice from Tommy's jacket. It was RK-5, Tommy's space robot friend. RK-5 had supernatural powers.

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"I can take you to Arizona," said RK-5.

"Yes, let's go!" shouted Andy.

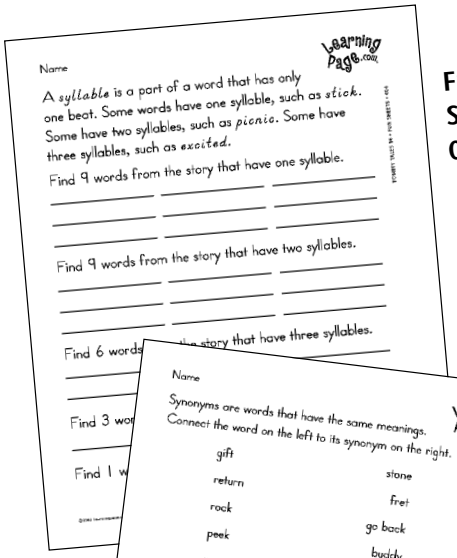
Tommy was smiling. He wanted to go, too.

Lucy and Kim were not so happy.
"Something always goes wrong when RK-5 takes us places," said Kim.

Language Skills

The teaching materials that accompany every **Tommy Tales** story provide a wealth of opportunities to practice language skills. Some of the **Fun Sheets** associated with ***Tommy Goes to Arizona*** that are designed to strengthen students' language skills include:

- **Fun Sheet 004** for practice with syllables
- **Fun Sheet 013** for practice with synonyms
- **Fun Sheet 014** for practice with antonyms


Name

A *syllable* is a part of a word that has only one beat. Some words have one syllable, such as *stick*. Some have two syllables, such as *picnic*. Some have three syllables, such as *excited*.

Find 9 words from the story that have one syllable.

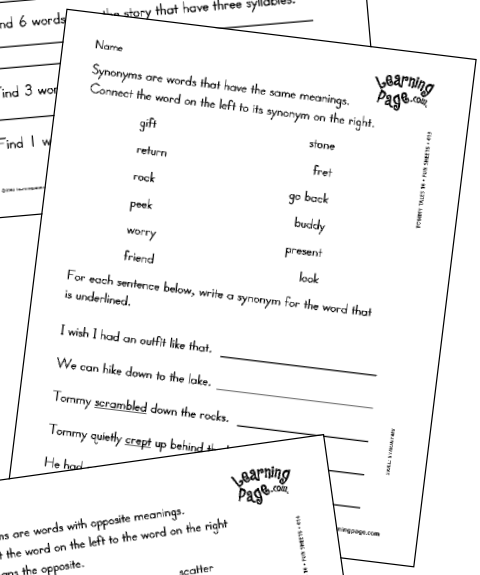
Find 9 words from the story that have two syllables.

Find 6 words

Find 3 wor

Find 1 w

Fun Sheet 004


Name

Synonyms are words that have the same meanings. Connect the word on the left to its synonym on the right.

gift	stone
return	fret
rock	go back
peek	buddy
worry	present
friend	look

For each sentence below, write a synonym for the word that is underlined.

I wish I had an outfit like that. _____

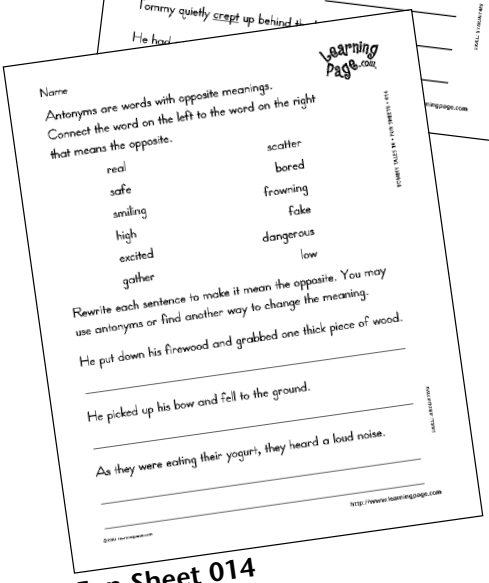
We can hike down to the lake. _____

Tommy scrambled down the rocks. _____

Tommy quietly crept up behind

He had

Fun Sheet 013


Name

Antonyms are words with opposite meanings. Connect the word on the left to the word on the right that means the opposite.

real	scatter
safe	bored
smiling	frowning
high	fake
excited	dangerous
gather	low

Rewrite each sentence to make it mean the opposite. You may use antonyms or find another way to change the meaning.

He put down his firewood and grabbed one thick piece of wood.

He picked up his bow and fell to the ground.

As they were eating their yogurt, they heard a loud noise.

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Fun Sheet 014

Web Search

Use **Fun Sheet 020** to give students practice with searching the World Wide Web to find information on some of the topics in this **Tommy Tales** story. This can be a homework assignment if computers are not available in the classroom.

Name

Web Search

Using your favorite search engine on the Web, find out one fact you didn't already know about each of the items listed. Write it in the blank next to the item.

lizards _____

vultures _____

Arizona _____

cowboys and/or cowgirls _____

1891 _____

thunder _____

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Fun Sheet 020

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Voting

Voting is a process by which a group of people makes decisions based on the needs and wants of the majority of the group. It can be a very effective way to govern a country or to simply make classroom or family decisions. (See **Tommy Tales Teaching Notes, Book 6,** page 7, for a discussion of democracy.) Discuss with your students some ways in which a voting system of government is good and some ways that is it flawed.

Voting is a good way to allow people to have a voice in the way things are run. Without a voice, people feel powerless in their own country and generally are not happy. If a lot of people are not happy with the laws and the government, political problems can develop that can lead to civil wars, coups, or other violent actions taken by the people to regain some power. However, even when everyone has a voice in the country, some choices end up not being the best. One question that comes up repeatedly (a simple question with many complex answers) is: Is it better to have the people rule themselves or be ruled by someone who knows what is best for them? In other words, is it better for everyone to have a hand in making the rules, even if they do not understand the complexities of the decisions? Or is it better for them to be ruled by someone who does understand the complexities of the decisions?

An example of this is a hypothetical dog family that loves cotton candy. In this family, the dogs can eat anything they want. Their owner lets them know that the candy will hurt their teeth, make them run slower, and make them feel sick. The candy is bad for them, but the dogs are happy. Should the owner be in charge of the dogs' diet, or should the dogs?

Of course, people are much smarter and independent than dogs, but the analogy still applies since many people choose to do things that are not good for them. On the other hand, can one person ever tell another what is the best way to live? What if the ruler rules for his or her own interest instead of the people's? Democracy is a wonderful idea because even when the wrong decision is made, it can be corrected, and no one has as much power as a dictator, who is likely to be corrupt.

6

"Let's vote," suggested Tommy.

The vote was three to two in favor of going to Arizona. Sam and the two boys voted yes.

RK-5 told Tommy which buttons to press on his button pad. There was a flash of light and a cloud of blue smoke.

What do you think?

Have a discussion with your class using the dog family analogy. Ask students which sort of system they would rather have. Ask them what life might be like if they had to always do what someone else told them to do. (Warning: This will likely lead to a discussion of the fact that as children, they *do* have to live by the rules of other people. However, some families, and classrooms, are more democratic than others.)

After you have had this discussion with your class, ask them what options they think exist if their government is making mistakes. Even in a democracy, the people in charge aren't always making wise decisions. Encourage students to learn to think for themselves instead of just putting blind faith in their government.

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When the smoke cleared, they found themselves on a rocky hill. There were no houses or people anywhere. A big bird circled high above them.

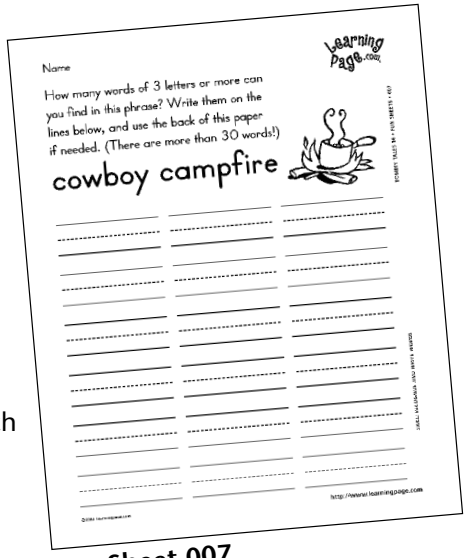
"Hey! That's a vulture," yelled Sam.

"Never mind about the bird," said Kim. "Let's have our picnic and go back."

"You get things ready," said Tommy. "I'll go and find some firewood."

Word Find

Use **Fun Sheet 007** to give students practice with the skill of recombining letters to form new words. This task helps to strengthen spelling skills as well as encouraging an imaginative approach to problem solving.


Name

How many words of 3 letters or more can you find in this phrase? Write them on the lines below, and use the back of this paper if needed. (There are more than 30 words!)

cowboy campfire

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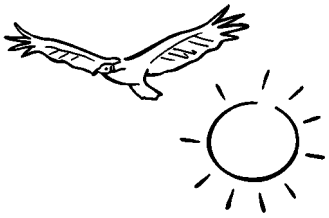
Fun Sheet 007

Vultures



Many strange animals live in the desert. There are venomous lizards, glow-in-the-dark spiders, and slithery snakes. One of the strangest desert creatures of all is the vulture. Vultures survive by eating dead things that fall on the sandy desert ground. Perhaps you and your students have pickier eating habits, but the vulture is an important part of the desert food chain.

Vultures are not exactly the most aesthetically pleasing birds in the world. They have bald heads, they eat dead things, and they swoop menacingly through the air above desert wanderers. But by learning about their lifestyle, students may find a new respect for these birds and the ecological niche they inhabit.

First, let's look at eating habits. Vultures eat dead animals that would otherwise take a very long time to be eaten by insects and bacteria. Vultures keep the environment clean for the rest of their neighbors, and they do not have to hunt and kill their meals in order to do so. (Everyone is safer that way.)

Vultures are bald for a very practical reason. If they had feathers on their head, it would be very difficult to keep clean after diving into a meal. Keeping clean is very important to a vulture. If it does not stay clean, it is more likely to get sick and spread diseases.

While it can make a person nervous to have a vulture swooping overhead, the real reason for most circling is simple exercise. Vultures enjoy gliding on warm air currents. Their flight looks menacing only because of the way people tend to view vultures.

Vultures are an under-appreciated friend to the entire animal kingdom. Other scavengers include hyenas, some insects, and even ordinary dogs and cats. All of these creatures are like nature's vacuum cleaners. They keep the Earth clean and help us to live in harmony with the environment.

So the next time you see a vulture, be thankful that the mess it is about to enjoy is not one that you have to clean up.

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Gila Monsters

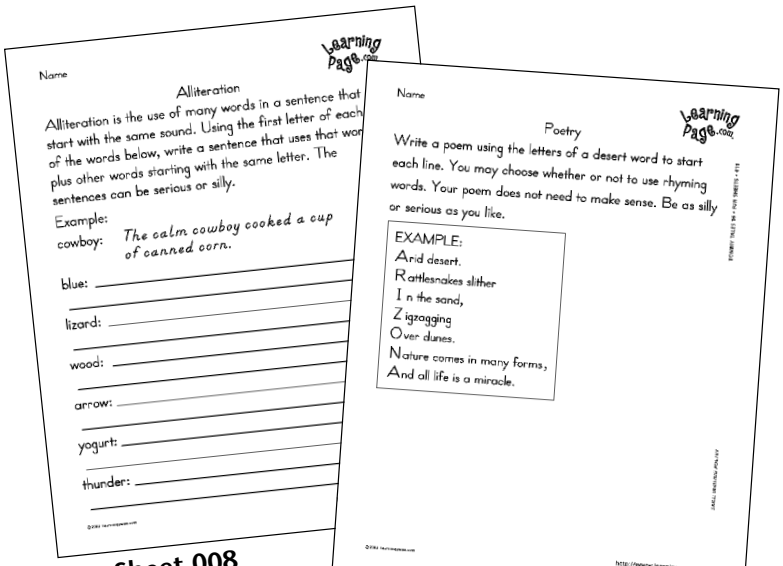
Gila monsters are the dragons of the Arizona desert. The Gila monster is an intimidating lizard. It is identifiable by its black body and face and by the red, orange, pink, or yellow markings on its back. The Gila monster ejects venom from special glands in its mouth when it bites. The poison does not come through its teeth, as is the case with venomous snakes. The Gila monster's venom is transferred to the wound through its saliva. Gila monsters can also cause damage because they lock their jaws when they bite; removing them can be a challenge. However, Gila monster bites are extremely rare, and they are generally not fatal to humans. Children in Arizona are often taught rhymes about Gila monsters so that they remember not to try to catch one.

Gila monsters reproduce by laying eggs, approximately 2 to 11 per batch. It is not easy to tell a female Gila monster from a male unless it lays an egg, or if an experienced veterinarian looks at the length of the pelvic bone to determine the sex of the animal.

Gila monsters are slow-moving, but they can put on a frightening show when in danger. They can hiss and jump at their enemies, which is very intimidating coming from such a large, thick lizard. Often, during the mating season, male Gila monsters will become very aggressive with one another in competition for a mate.

Like other lizards, Gila monsters like to stay under rocks and in holes during the daytime. They are timid creatures that hunt small rodents at night. Gila monsters seldom attack large animals such as humans, but they will bite when threatened. If you are ever lucky enough to see one in person, be sure to keep a respectful distance.

8 Tommy scrambled down the rocks. He jumped when he saw a big orange and black lizard. It slowly padded away from him. He gathered a lot of dry sticks and branches. When he had enough firewood, he started back to camp.


Name

Alliteration

Alliteration is the use of many words in a sentence that start with the same sound. Using the first letter of each of the words below, write a sentence that uses that word plus other words starting with the same letter. The sentences can be serious or silly.

Example:
cowboy: *The calm cowboy cooked a cup of canned corn.*

blue:
lizard:
wood:
arrow:
yogurt:
thunder:

Name

Poetry

Write a poem using the letters of a desert word to start each line. You may choose whether or not to use rhyming words. Your poem does not need to make sense. Be as silly or serious as you like.

EXAMPLE:
Arid desert.
Rattlesnakes slither
In the sand,
Zigzagging
Over dunes.
Nature comes in many forms,
And all life is a miracle.

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Fun Sheet 008 **Fun Sheet 011**

More Language Skills

Here are more **Fun Sheets** for ***Tommy Goes to Arizona*** to strengthen students' language skills.

- **Fun Sheet 005** for practice with verbs
- **Fun Sheet 008** for practice with alliteration
- **Fun Sheet 010** for practice with adjectives
- **Fun Sheet 011** for practice with poetry

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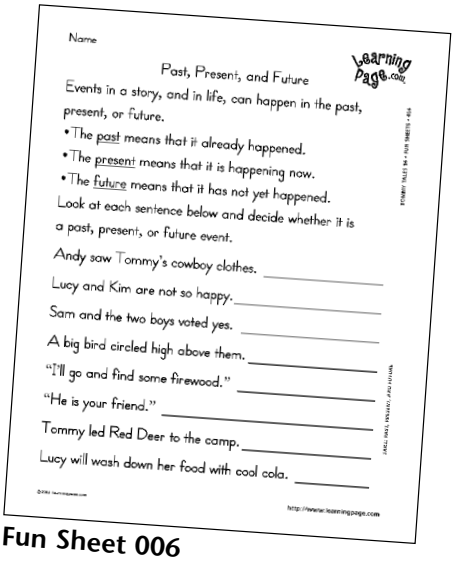
After a few steps, he heard a noise in front of him. He put down his firewood and grabbed one thick piece of wood. He tiptoed slowly toward the noise and peeked from behind a big tree. There, in front of him, was a Native American boy. The boy was about Tommy's age and carried a bow and a bunch of arrows. The boy was spying on Tommy's friends. They were busy getting the picnic ready.

Midway Comprehension Check Pages 8–9

- What first prompted Tommy and his friends' interest in Arizona?
- What useful skill did Kim learn in Girl Scouts?
- Who didn't want to go to Arizona, and why?
- Where did Tommy and his friends find themselves after the blue smoke cleared?
- Why did Tommy leave his friends? What creature did he encounter while he was gone?
- What was the source of the noise Tommy heard on his way back to camp?

A New Language Skill

Funsheet 006 introduces a new skill: identifying past, present, and future sentences. Use this **Funsheet** to help students figure out the language clues that help them decide when in time an action is taking place.



Name

Past, Present, and Future

Events in a story, and in life, can happen in the past, present, or future.

- The past means that it already happened.
- The present means that it is happening now.
- The future means that it has not yet happened.

Look at each sentence below and decide whether it is a past, present, or future event.

Andy saw Tommy's cowboy clothes. _____

Lucy and Kim are not so happy. _____

Sam and the two boys voted yes. _____

A big bird circled high above them. _____

"I'll go and find some firewood." _____

"He is your friend." _____

Tommy led Red Deer to the camp. _____

Lucy will wash down her food with cool cola. _____

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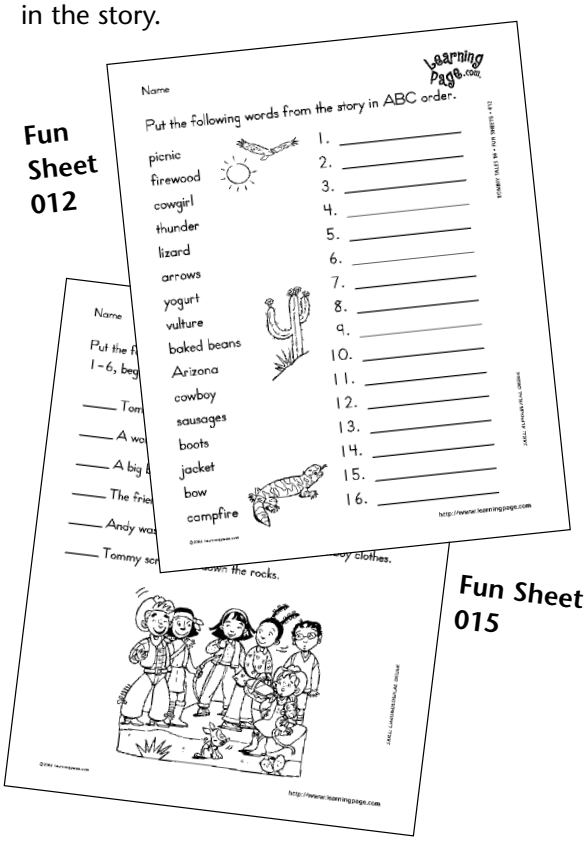
Fun Sheet 006

In the Right Order

Use **Fun Sheet 012** to give students practice with putting words in alphabetical order. Sixteen words from ***Tommy Goes to Arizona*** are listed, and the task is to number them in alphabetical order.

Fun Sheet 015 asks students to put in chronological order various events that happen in the story.



Name

Put the following words from the story in ABC order.

picnic
firewood
cowgirl
thunder
lizard
arrows
yogurt
vulture
baked beans
Arizona
cowboy
sausages
boots
jacket
bow
campfire

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

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Fun Sheet 012

Fun Sheet 015

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Native American History and Culture

This **Tommy Tales** story provides a rich opportunity to teach students about Native Americans. In pre-colonial America, Native Americans lived in harmony with nature. Native Americans hunted only what they needed to eat to survive, only took what could be replaced, and built homes and dwellings without destroying the natural environment. There were large and small tribes, all with their own languages and cultures. There were vast communities. In what is now Mexico, Tenotchitlán was a thriving Aztec community. The members of that culture built great pyramids, played elaborate sporting games, went to school, and lived in much the same way that the ancient Romans lived.

In general, American communities were more highly developed socially and technologically than their European counterparts. The arrival of Europeans changed Native American life forever. Europeans wiped out many full communities of Native Americans with slaughter and disease. Native languages were lost as European languages were forced upon native populations. Native Americans were enslaved and their populations dwindled. All of this occurred within one generation. The Native Americans who survived this cultural assault were forced from their land. The new government of the United States later felt remorse. Reservations were set aside for Native Americans to create self-governing communities. But the lands were often not adequate to support the communities that lived on them. The type of land (often substandard) often required the people to learn new ways to subsist and survive, which created havoc and great poverty.

Until Indian gaming was legalized, it was very difficult for Native American tribes to generate revenue. Reservations were often impoverished and the quality of life was not high. It was difficult for Native Americans to live on the reservations because it was difficult to receive an education without leaving one's family, and there were few opportunities for Native Americans in the job market, both on and off the reservation. But the ideals and the cultures of Native American tribes survived through even the most difficult conditions.

10

"Oh, no!" thought Tommy. "I don't like the look of the bow and arrows. I must do something."

Tommy quietly crept up behind the boy. When he was right behind him, he held his stick above the boy's head.

"What are you doing here?" demanded Tommy.

Fast forward to today. Native American tribes are able to own casinos. These casinos generate billions of dollars for participating tribes. Today, Native American tribes are beginning to flourish. Education within reservations has improved, and there is a renewed and deserved sense of pride in Native American identity. Dances, arts, traditional foods, and other aspects of Native American life are thriving and have even been spreading off of the reservations.

Extension Have students get into small groups and find out as much as they can about a precolonial or modern Native American tribe. Students can learn the name of the tribe, its language, where it lived/lives, and three other interesting facts about the tribe. Each group of students should choose a different tribe. Have students look at a map to see where each tribe lived/lives. At the end of the presentations, discuss how life has changed for most Native American tribes. Ask students if they would like to have been part of a Native American tribe before colonization.

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The Native American boy was so surprised that he dropped his bow and fell to the ground. He kept repeating something in a language Tommy didn't understand.

"Don't you speak English?" asked Tommy.

The boy continued repeating the same words.

1 Endangered Languages

Red Deer is speaking a language that the other children do not understand. He is Native American, and he is speaking in his language, which, in Arizona, might be an endangered language. This means that the language is not being spoken by the children of the tribe. Teach students how when a language dies out, everyone loses. A language contains a great deal of information about how a group of people views the world. For instance, in some Native American languages there is only one word to mean blue and green because the color spectrum is divided differently by that culture. In another tribe, there is no way to say a phrase such as "my wife" because one person cannot own another, so a possessive word like "my" cannot be used. This lack of ownership is a very nice way to look at human relationships. If the language is lost, the idea behind those concepts may also be lost.

There is no perfect way to preserve a language, but there are many people who fight to preserve their languages and cultures. For example, there is something called a "nesting project" in which a young child is placed with his or her grandparents or with other native speakers of the language. This is done because there are few speakers left who speak the language.

How do languages die? One way that languages die is that they become more difficult to use than another language. In the case of Native Americans, English surrounds all of the tribes. It is also taught in schools, and some generations of Native Americans were not allowed to speak their own language in the classroom. They were even punished for speaking any language that was not English. As a result, they grew up in an English-speaking setting, and they lost their language entirely.

In many places other than America, there are indigenous languages that are also in danger of becoming extinct. There were once 200 Aboriginal languages spoken in Australia, and the 50 that remain are barely surviving. In New Zealand, the Maori language is still spoken, but the Maori people commonly learn English as a first language. Countless languages throughout the world are in danger of being extinguished, but there are things that can be done to try to preserve them.

2 Preserving Endangered Languages

What can be done to help preserve endangered languages? One thing that can be done is to raise awareness in your community about endangered languages. Depending on the age of your students, encourage them to learn about the tribes and language programs in your area, or do this yourself and share your findings with the class or with the entire school. Some options for sharing findings are to express what you have learned on a poster, in a talent show, in a story, or by simply by encouraging discussion with classmates, friends, and family members.

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Names

Red Deer is the name of Tommy's new Native American friend. Ask students where they think his name may have come from. In many Native American tribes of the past and present, infant names are related to things in nature, character traits of the child, or things that the child has done. Sometimes a child is named after an event that occurred at the time of the child's birth. Names for Native Americans are unique to the child and are often not assigned until the child is older. Red Deer could relate to Red Deer's eyes, the way that Red Deer moved as a toddler, a red deer his mother saw on the morning of his birth, or something else that was personal to him.

In many other cultures, names are little more than labels that children are called because their parents like the sound of the name. But that was not always the case. Most first and last names have meanings. The name Smith, for example, relates to a person's job. A smithy's job was to make things from metal. The last name of Smith used to be given to those in that line of work. The name was passed from generation to generation, but now we no longer think of it as a meaningful word, but simply as a label to mark what family a person belongs to. Although most people no longer know the original meanings of common names in Western culture, meanings can be traced back to the origins of names.

The Native American practice of naming children is still very personal. It is a wonderful part of the long Native American tradition.

Extension What does your name mean?

Assign students the task of finding out what their first and last names mean. Have them search online with keywords like *name* and *meaning.* Many Web sites can tell them the meaning of their names. Have them write down what they discover and share it with the class, as well as with their family.

For more information on names and their origins, refer to the book *What's in a Name* on **Reading A-Z** (www.readinga-z.com).

"What's he saying?" Tommy asked RK-5. "You can understand all languages."

"He says he's your friend," replied RK-5.

"I'm friendly, too," said Tommy. "I'm Tommy. Come and meet my friends."

RK-5 told the boy what Tommy had said.

"His name is Red Deer," said RK-5.

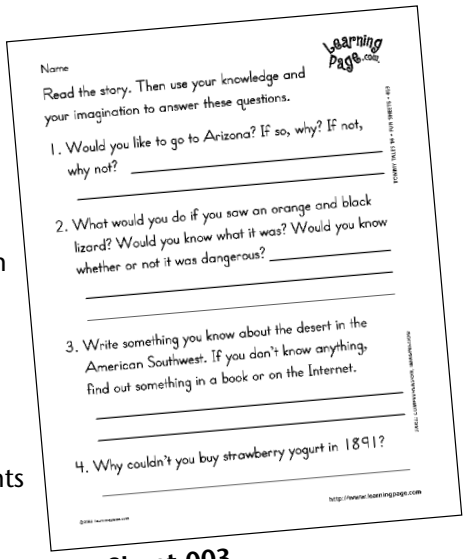
Tommy took Red Deer by the arm and led him to the camp.

Comprehension

Several **Fun Sheets** contain questioning strategies to aid students' understanding of ***Tommy Goes to Arizona***.

Fun Sheets 001 and **002** test students' comprehension of the story. After assessing their answers, reread the story as needed to clarify anything that students don't understand.

Fun Sheet 003 asks students to use their imagination in answering questions related to the story.


Name

Read the story. Then use your knowledge and your imagination to answer these questions.

1. Would you like to go to Arizona? If so, why? If not, why not? _____

2. What would you do if you saw an orange and black lizard? Would you know what it was? Would you know whether or not it was dangerous? _____

3. Write something you know about the desert in the American Southwest. If you don't know anything, find out something in a book or on the Internet. _____

4. Why couldn't you buy strawberry yogurt in 1891? _____

Fun Sheet 003

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When the others saw Red Deer, they were very surprised. Red Deer looked like a Native American from an old western movie.

Lucy called to RK-5. "Hey, RK-5, what year are we in?"

"It's 1891, and we're in the territory of Arizona," replied the robot. "I had to bring you back so that you could be in real cowboy times."

Stereotypes

Red Deer looks like a movie character to the children because of some of his physical characteristics. This is an opportunity to teach children about stereotypes. The word *stereotype* once referred to a metal plate used in printing that could not be changed, similar to a rubber stamp. Over time, the meaning has changed to include the idea of judging people using gross, simplistic, and generally inaccurate categories. The result is an unbending idea of a person's identity without regard for individual traits. Someone who stereotypes sees that a person has a characteristic—such as skin color, accent, weight, or height—and assumes that person is just like others with that same characteristic.

Children need to understand the harmful effects of stereotyping. On an individual level, stereotyping disregards the unique qualities and gifts of each human being. On a cultural level, it leads to many cruel forms of discrimination, including the extremes of slavery and genocide.

Old Westerns

Old western movies often featured Native Americans. They also featured cowboys. This is a good opportunity to discuss with students the theatrical costumes, sets, and designs used to make a movie that recreates an earlier time period. Much work is required to make a movie that takes place in a different era.

In a western movie, you will generally see boots, spurs, bows and arrows, and cowboy hats. In the Old West (and even today), the reason for cowboy hats was to protect cowboys from the sun's heat. Boots were functional and durable, and spurs made the horses speed up. Native Americans wore clothing made of leather, which was resistant to water, warm in the winter, and protective in the summer.

To make a movie that is historically accurate, much research must be done on the time period. Often, the scriptwriter will include information on the dress of the time. Next, the script is given to the costume designers, set designers, and artists. These people do further research to figure out how to make various aspects of the movie historically accurate. Designers will sometimes try to locate photographs or actual costumes to work from in order to create a more accurate depiction of the times.

Extension Make your own movie

Can you think of a time period you would like to set a movie in? Have the class vote on an era. Next, assign groups to research and create costumes and sets for the era. Be sure to provide a variety of materials, such as glue, paint, pencils, paper, cardboard, and other items that students can incorporate in their production. A visit to a thrift store might locate additional props and materials for sets and costumes.

For a script, you can either use this **Tommy Tales** story or another **Tommy Tales** story, or students may wish to write their own script.

Have students rehearse their play until they are well-versed in the lines and the plot. You can record the final performance on videotape and make copies for your students. These will be wonderful keepsakes later in life.

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Cooking Then and Now

Ask students: When you microwave a TV dinner, do you ever wonder what people did before microwaves existed? What about cooking on the stove? Teach your students how through the years, the ways in which people have cooked has changed dramatically.

In the earliest days of human history, most food was gathered and eaten raw. Hunted meat was first roasted over an open flame. Later in time, clay pots were hung above fires or buried in hot ashes in order to heat food to proper temperatures. Later came woodburning stoves made of cast iron. The gas stove was soon to follow, and then the electric range.

The microwave, a decidedly modern appliance, was invented in 1946 by Dr. Percy Spencer. It heats food in a very interesting way. Instead of heating the air, it causes molecules in the food to move around. The molecules are making energy by being excited by radio waves. Food essentially reacts to the radiation by heating up. We can only wonder about what might someday be invented to replace the microwave.

Some materials should not be placed in a microwave oven. These include metal and foil because they reflect the energy (the microwaves), and the feedback of these waves can damage the appliance's magnetron tube. Recent studies suggest that dangers may also exist from using plastics in microwaves, especially to heat foods with fat content. This applies both to plastic containers and plastic wrap. The combination of fat, high heat, and plastics is believed to release dioxins into the food and ultimately into the cells of the body. Dioxins are carcinogens and are highly toxic. Glass, Corning Ware, and ceramic containers appear to be safer microwaving choices.

Students might be interested in learning about the following interesting ways to cook:

- During the Great Depression, as people drove their cars to the more economically stable West Coast, they would heat food on their car engines to save wood and energy. Oil-flavored beef is not the most appetizing meal, but it was an innovative answer to the problem.
- In Hawaii, imu pits are dug in the sand. Large, round stones are heated in a wood fire until the fire burns out. The stones are then placed in the pit. Food is tightly wrapped in banana leaves and secured with chicken wire. Then the food is placed on the rocks and buried with banana plant stems (which act as steam producers since they have a high water content). The whole pit is covered with banana leaves until the food is ready.
- In Korea, food is barbecued in the middle of the table in restaurants. A large pot of hot coals is set into a hole in the table. People sitting on the floor around the table are given raw vegetables, while the cook places meat on a round metal grill over the coals. Each person adds vegetables and seasoning to taste, and everyone shares the meal at the table.
- In the construction business, there is a new way to heat food. The workers use blow torches to heat their lunches. This may be the most dangerous method of cooking known to humans, but the cooks are experts at their craft.

14

The girls weren't happy, but everyone was hungry. Red Deer showed them how to make a real campfire. They warmed up baked beans and roasted sausages on sticks. They ate lots of fresh bread and washed everything down with cool cola.

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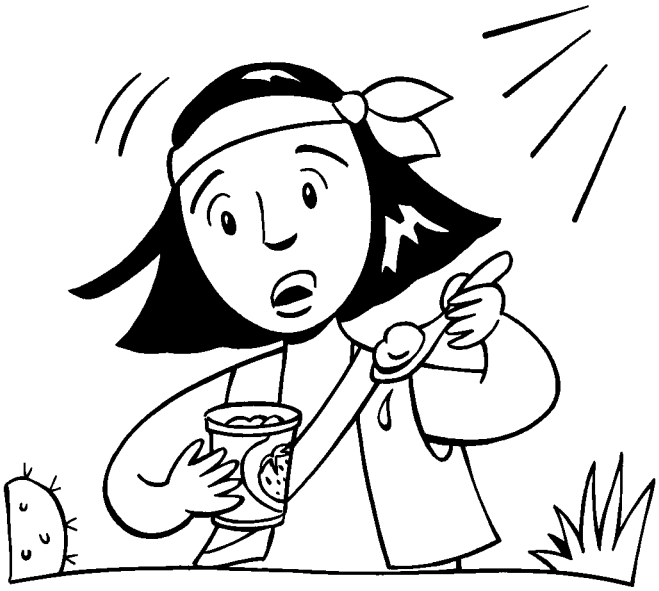
They all enjoyed the meal. Red Deer especially enjoyed it. He had never tasted such food before. As they were eating their strawberry yogurt, they heard a loud noise. It sounded like thunder, but it wasn't thunder. A worried look appeared on Red Deer's face. 15

When the others saw Red Deer's reaction to the noise, they became worried, too.



TO BE CONTINUED IN BOOK 17

Write a Letter to a Tommy Tales Character

After reading ***Tommy Goes to Arizona,*** have students write a letter to one of the characters in the story. Leave the content up to them. Be sure to have students follow a traditional letter-writing form, with the date, salutation line, closing, and a signature.

We want to hear from your students! Please e-mail the letters to editor1@learningpage.com.

Dear Red Deer,

I can hardly imagine what life was like back in 1891. What did you do for fun without television and video games? I bet it was a lot quieter back then. Sometimes things are too noisy for me.

Your pal, Lisa

Relationships

This story, like the other stories in the **Tommy Tales** series, continues to reveal to us aspects of the children's relationships with each other. Each adventure teaches the importance of friends and family, teamwork, and staying together on adventures. These stories also encourage readers to think about right and wrong and to make wise choices in their lives. As a way of wrapping up this story, ask students to share something they have learned from this **Tommy Tales** adventure that they can use in their everyday life.

Feedback

Remind students that this is the fifteenth book in the **Tommy Tales** series. Ask, "How do you like it so far?"

Ask students to write a critical book review of this story or of the series so far. Reviews can be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

More Feedback

Students who have followed the **Tommy Tales** stories may have ideas about adventures they would like Tommy and his friends to go on. Suggestions for future story adventures can be sent to editor1@learningpage.com along with book reviews. Imagine the excitement of a student whose idea is incorporated into a future story!

Conclusion

Ask students for their feelings and thoughts about this story. Students will naturally be curious and enthusiastic to see what happens in the next **Tommy Tales** adventure. As RK-5 continues to transport Tommy and his friends to new places, readers' knowledge and understanding of the world around them continues to grow.

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